

Discover What Technology can do for your Second Language Classes

May 12, 2006 Barnett House, Edmonton,
Alberta

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Üdvözöljük

ברוכים הבאים

Willkommen

Welcome to this Discovery Workshop

A journey of amazement at the unlimited possibilities that technology offers to second language teachers!

Bem-vindo!

Bienvenue

Bienvenido

Καλώς ήρθατε

Welkom

Vítejte

Dobro došli

أهلاً وسهلاً

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- 2:35 • The Internet Wonder World**
- 3:15 • Questions and Final Reflection**

How to access the presentation information

9:20

- **Folders and contents**



- **Handouts**



- **Questions**



Basic Learning Principles

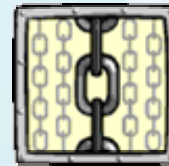
- **Pay attention**



- **Visualize**



- **Associate**



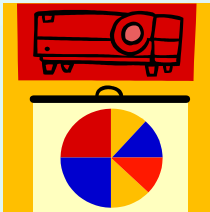
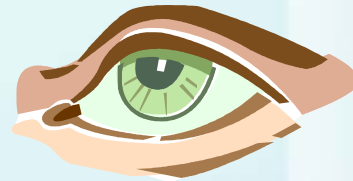
Basic Learning Principles



10



30



65



Technology Integration in SL Classes

9:35

- **Meaning**
- **Perspectives and Views**
 - Teachers (teaching)
 - Students (learning)

Technology Integration in SL Classes

- **Meaning**

- Knowledge of tools at hand
- Desire to explore new horizons
- Understanding of potential
- Attraction to students' experience realm
- Additional Items (your contributions)

Technology Integration in SL Classes

- **Perspectives and Views**

- Teaching through technology
- Learning through technology



Terms and Definitions

- Hardware
- Software
- Internet
- Tools

Terms and Definitions

- **Hardware**

- Devices capable of accepting and storing computer data, executing a systematic sequence of operations on computer data, or producing control outputs. Such devices can perform substantial interpretation, computation, communication, control, or other logical functions.

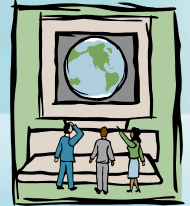
sparc.airtime.co.uk/users/wysywig/gloss.htm

- hardware: (computer science) the mechanical, magnetic, electronic, and electrical components making up a computer system

wordnet.princeton.edu/perl/webwn

- Hardware comprises all of the physical parts of a computer, as distinguished from the data it contains or operates on, and the software that provides instructions for the hardware to accomplish tasks. The boundary between hardware and software is slightly blurry—firmware is software that is "built-in" to the hardware, but such firmware is usually the province of computer programmers and computer engineers in any case and not an issue that computer users need to concern themselves with.

en.wikipedia.org/wiki/Computer_hardware



Terms and Definitions

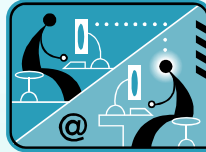
- **Software**

- a computer program or piece of software designed to perform a specific task
[encarta.msn.com/dictionary /application.html](http://encarta.msn.com/dictionary/application.html)
- software: (computer science) written programs or procedures or rules and associated documentation pertaining to the operation of a computer system and that are stored in read/write memory; "the market for software is expected to expand"
wordnet.princeton.edu/perl/webwn
- Computer software (or simply software) refers to one or more computer programs held in the storage of a computer for some purpose. Program software performs the function of the program it implements, either by directly providing instructions to the computer hardware or by serving as input to another piece of software.
en.wikipedia.org/wiki/Computer_software



Terms and Definitions

- **The Internet**



- The vast collection of inter-connected networks across the world that all use the TCP/IP protocols.

www.liv.ac.uk/webteam/glossary/

- A global network connecting millions of computers.

bugclub.org/glossary.html

Terms and Definitions

- **Tools**

- **Software Tools**

- Appropriate computer-based software tools are:
 - word processing
 - database
 - spreadsheet
 - draw/paint/graphics applications
 - Internet browser
 - email
 - multimedia applications
 - clipart/media clips

- **Hardware tools**

- Digital Cameras
 - Projectors (overhead and proximas)
 - I-Pods
 - DVDs and CDs
 - Printers
 - Other

Information Communication Technologies (ICT)

11:00

- **What and Where**
- **How (content)**
- **Sample of Outcomes**
- **Sample Ideas –Transfer**
- **A Chart**

Information Communication Technologies (ICT)

- **What and Where**

- The Information Communication Technologies Program of Studies is The Information and Communication Technology (ICT) curriculum provides students with a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of information and communication technologies on themselves and on society. The ICT curriculum is not intended to stand alone, but rather to be infused within core courses and programs.
- http://education.gov.ab.ca/k_12/curriculum/bySubject/ict/

Information Communication Technologies (ICT)

- **How (Content)**

- The Alberta ICT program of studies emphasizes technology as a 'way of doing things' – the processes, tools and techniques that alter human activity. As a curriculum it specifies what students from Kindergarten to grade 12 are expected to know, be able to do, and be like with respect to technology. This ICT curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact on self and society.
- As technology is best learned within the context of applications, activities, projects, and problems that replicate real-life situations, the ICT program of studies is structured as a 'curriculum within a curriculum', using the core subjects of English Language Arts, Math, Science and Social Studies as a base.
- <http://education.gov.ab.ca/ict/pofs.asp>

Information Communication Technologies (ICT)

- **How (Content)** (cont.)
 - **A Way of Doing Things**
 - Technology is about the ways things are done; the processes, tools and techniques that alter human activity. ICT is about the new ways in which we can communicate, inquire, make decisions and solve problems. It is the processes, tools and techniques for:
 - gathering and identifying information
 - classifying and organizing
 - summarizing and synthesizing
 - analyzing and evaluating
 - speculating and predicting.

Information Communication Technologies (ICT)

- **How (Content)** (cont.)

The ICT curriculum presents these concepts within three interrelated categories:

- communicating, inquiring, decision making and problem solving (C)
- foundational operations, knowledge and concepts (F)
- processes for productivity (P)

Information Communication Technologies (ICT)

- **Sample of Outcomes**

Communicating, Inquiring, Decision Making and Problem Solving	
C1	Students will access, use and communicate information from a variety of technologies.
C2	Students will seek alternative viewpoints, using information technologies.
C3	Students will critically assess information accessed through the use of a variety of technologies.
C4	Students will use organizational processes and tools to manage inquiry.
C5	Students will use technology to aid collaboration during inquiry.
C6	Students will use technology to investigate and/or solve problems.
C7	Students will use electronic research techniques to construct personal knowledge and meaning.

- | | |
|----|--|
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| C7 | Students will use electronic research techniques to construct personal knowledge and meaning. |

Information Communication Technologies (ICT)

- **Sample of Outcomes**

Foundational Operations, Knowledge and Concepts	
F1	Students will demonstrate an understanding of the nature of technology.
F2	Students will understand the role of technology as it applies to self, work and society.
F3	Students will demonstrate a moral and ethical approach to the use of technology.
F4	Students will become discerning consumers of mass media and electronic information.
F5	Students will practise the concepts of ergonomics and safety when using technology.
F6	Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.

Information Communication Technologies (ICT)

- **Sample of Outcomes**

Processes for Productivity	
p1	Students will compose, revise and edit text.
p2	Students will organize and manipulate data.
p3	Students will communicate through multimedia.
p4	Students will integrate various applications.
p5	Students will navigate and create hyperlinked resources.
p6	Students will use communication technology to interact with others.

Information Communication Technologies (ICT)

Illustrative Example LA03.5

- **Background** This activity can be used for any type of visit or advertising, such as author visits, fundraisers, fun lunches or special presentations.
- **Student Task** An author is visiting your school and your class has been asked to make some school posters to advertise her/his presentation. Create a poster on the computer. Use the editing features to change the font, style and size of text and graphics to create an attractive poster.
- **Related Tech Outcomes** P.4.1.2 balance text and graphics for visual effect
- **Related Curricular Outcomes** GO 4.2, Bullet 5
 - use appropriate strategies and devices to enhance the impact of presentations
 - http://education.gov.ab.ca/ict/ie_search.asp

Information Communication Technologies (ICT)

Proposed Modification

– Student Task

- To make the poster:
 - Consider the theme of the add
 - Investigate linguistic structures to best advertise on the theme
 - Vocabulary required
 - Use of visual
 - Cultural components

Sample Ideas and Transfer One

Information Communication Technologies (ICT)

- **Illustrative Example MA05.2**

- **Background** - As a class, students need to have brainstormed their favourite television shows.
- **Student Task** - Choose five favourite television shows. Predict which will be the class favourite. Develop and administer a survey of the class members to gather data about which show from your list is their favourite. Create an appropriate graph showing the class favourites. Import your graph into a text document. Write four questions about the graph that your classmates could answer. Place your text and graph on the page, varying your font style and size to create an effective visual display. Share it with a classmate to answer the questions created.
- **Related Tech Outcomes** C.4.2.2 organize information, using such tools as a database, spreadsheet or electronic webbing P.4.2.2 vary font size and font style, and placement of text and graphics, in order to create a certain visual effect
- **Related Curricular Outcomes** Data Analysis, SP 5.3; Data Analysis, SP 5.4, 5.5 and 5.6
 - use a variety of methods to collect and record data (PST)
 - evaluate the graphic presentation of the data to ensure clear representation of the results
 - create classifications and ranges for grouping data
 - display data by hand or computer in a variety of ways, including frequency diagrams, line plots, broken-line graphs

Information Communication Technologies (ICT)

Proposed Modification

– Student Task

- To complete the survey:
 - Consider the theme
 - List and practice the linguistic structures (question types) required to clearly ask in your survey
 - Vocabulary required
 - Use of visual to support understanding
 - Categorize your information
 - Tabulate your information
 - Present results

Sample Ideas and Transfer Two

Information Communication Technologies (ICT)

• Illustrative Example SS06.1

- **Background** - In this task, students study how the physical environment and the customs/traditions of a country affect the ways people meet their basic needs. Students need to use the Internet and/or electronic sources to complete a research project and to organize the data into a word processing document. Pictures and related information are to be included, as well as students' personal opinions.
- **Student Task** - China is a country of contrast. Many traditions from the past are being challenged by the growth in the use of modern technology. Using the Internet and/or other electronic sources, find a series of pictures that illustrate how life in China has changed over the last 50 years. Specifically, examine how the economy has changed in areas such as agriculture and manufacturing. Copy and paste the images into a word processing document, and below each explain in a well-written paragraph how the picture shows the way the Chinese people meet their basic needs and how technology has influenced the Chinese environment.
- More info at:
http://education.gov.ab.ca/ict/ie_search.asp (Grade 6 SS)

Information Communication Technologies (ICT)

Proposed Modification

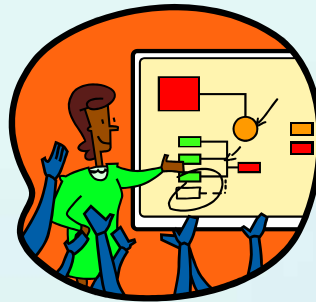
– Student Task

- To complete the project:
 - Consider the theme
 - List and practice the linguistic structures and vocabulary required
 - Research visuals on the Internet
 - Write meaningful captions to your visuals
 - Prepare presentation (choice of media and level of interactivity)

Sample Ideas and Transfer Three

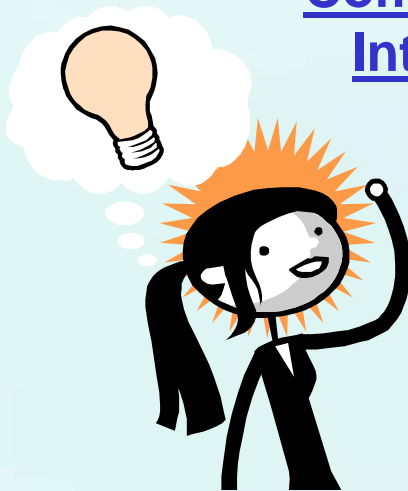
Reflection and Review

- **Applications and ideas**
 - **Reactions to the ICT POS (personal contributions)**



Infusion of ICT in POS for SL

- **To tighten the links to SL POS**
 - **Given GLOs and SLOs ...**
 - Ideas to implement Technology based on the
Common Curriculum Framework for International Languages



Infusion of ICT in POS for SL

- **Lists**

- **Applications**

- **To express emotions and personal perspectives**

- **Share ideas, thoughts, opinions and preferences**

- » **Identify favourite people, places or things**

- **Share emotions, feelings**

- » **Record and share personal experiences involving emotion or feeling**

Infusion of ICT in POS for SL

- **Lists**

- **Applications**

- **To extend their knowledge of the world**

- **Gather and organize personal information**

- » **Gather simple information**

- » **Organize items in different ways**

- » **Sequence items in different ways**

- **Solve problems**

- » **Describe and analyze a problem then propose a solution**

Infusion of ICT in POS for SL

- **Lists**

- **Applications**

- **For imaginative purposes and personal enjoyment**

- **Personal enjoyment**

- » **Use language for personal enjoyment (i.e. Listen to favourite music)**

Infusion of ICT in POS for SL

- **Lists**

- **Language Competence**

- **Attend to form**

- **Orthography**

- » **Apply some common spelling rules**
 - » **Consistently use basic spelling patterns in writing familiar words and phrases**

Infusion of ICT in POS for SL

- **Lists**

- **Language Competence**

- **Interpret and produce oral texts**

- **Aural interpretation**

- » **Understand short, simple texts in guided and unguided situations**

Infusion of ICT in POS for SL

- **Lists**

- **Language Competence**

- **Interpret and produce written texts**

- **Written production**

- » **Produce simple words and phrases in guided situations**

- **Viewing**

- » **Derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations**

Infusion of ICT in POS for SL

- **Lists**

- **Global Citizenship**

- **Historical and contemporary elements of the culture**

- **Applying cultural knowledge**

- » **Apply knowledge of elements of the culture in interactions with people and texts, and to interpret cultural behaviour that is different from their own**

Infusion of ICT in POS for SL

- **Lists**
 - **Global Citizenship**
 - **Personal and career opportunities**
 - Cultural and linguistic diversity
 - » Identify some careers that use knowledge of international languages and cultures, and intercultural skills

The Internet Wonder World

- **Sites and Tools**
 - Back to [Valeria's Wiki page](#)
- **Additional Tips**
- **Useful Links**

